

AGENDA

**LESSONS LEARNED FOR IMPROVING ACCESS
TO GENERAL ASSESSMENTS
BY LOW-PERFORMING STUDENTS WITH DISABILITIES**



**May 22, 2012
Potomac Center Plaza Auditorium
550 12th St. S.W.
Washington, DC**

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES (OSERS)
OFFICE OF THE DEPUTY SECRETARY, IMPLEMENTATION AND SUPPORT UNIT (ISU)

IN PARTNERSHIP WITH

COUNCIL OF CHIEF STATE SCHOOL OFFICERS
ASSESSING SPECIAL EDUCATION STUDENTS, STATE COLLABORATIVE ON
ASSESSMENTS AND STUDENT STANDARDS

TUESDAY, MAY 22, 2012 POTOMAC CENTER PLAZA AUDITORIUM

- 7:30-8:30 **Registration**
- 8:30-9:00 **Welcome & Introduction**
Alexa Posny, Assistant Secretary, Office of Special Education and Rehabilitative Services
Ann Whalen, Director of Policy and Program Implementation, Implementation & Support Unit
Susan Weigert, Office of Special Education Programs
- 9:00-9:30 **Ensuring General Assessment Access to Most Students with Disabilities: Overview and Considerations**
Louis Danielson, Managing Director, Special Education Policy and Evaluation, American Institutes for Research, and former Director of OSEP Research to Practice Division.
- 9:30-10:00 **Incorporating Universal Design for Learning Principles in Next Generation Assessment Item Design**
Sheryl Lazarus, Senior Research Associate, National Center on Educational Outcomes (award # H373X070021)
- 10:00-10:15 **Break**
- 10:15-10:45 **Implications for Item Design from Cognitive Lab and Opportunity-to-Learn Studies of Test Takers with Disabilities**
Stephen N. Elliott, Professor of Education, Director of the Learning Sciences Institute at Arizona State University (award # H373X070026, H368A090006)
- 10:45-11:15 **Innovative Item Access Features for Students with Disabilities in Virginia**
Shelley Loving-Ryder, Assistant Superintendent for Student Assessment and School Improvement, Virginia Department of Education (award # H373X070025)
- 11:15-11:45 **Considerations in Assessing Low-Performing Students with Disabilities**
Steve Ferrara, Vice President, Center for Performance Assessment, Pearson Assessments (award # H373X070010)
- 11:45-12:00 **Concluding Comments**
Table participants
Alexa Posny, Assistant Secretary, Office of Special Education and Rehabilitative Services

This information is being provided for the purpose of informing the public of lessons learned by GSEG projects which developed Alternate Assessments on Modified Academic Achievement Standards, funded by the U.S. Department of Education, Office of Special Education Programs. Information provided or displayed at this meeting by presenters or grantees are provided as resources and examples for the participant's convenience. Their inclusion is not intended to represent an endorsement by the U.S. Department of Education.

In addition, the assessments discussed or shown in these presentations are not intended to mandate, direct, or control a State's, local educational agency's, or school's specific instructional content, academic achievement system or assessments, curriculum, or program of instruction.

DISCUSSION PARTICIPANTS

CONSORTIA REPRESENTATIVES

Smarter Balanced Assessment Consortium

- Wendy Carver, Utah State Office of Education
- Gaye Fedorchak, New Hampshire Department of Education
- Margaret Ho, Washington Office of Superintendent of Public Instruction
- Michael Hock, Vermont Department of Education
- Deborah Matthews, Kansas State Department of Education
- Jennifer Paul, Michigan Department of Education
- Joe Willhoft, Smarter Balanced Assessment Consortium

Partnership for Assessment of Readiness for College and Career

- Roberta Alley, Arizona Department of Education
- Trinell Bowman, Maryland State Department of Education
- Andrew Hinkle, Ohio Department of Education
- Jeff Nellhaus, Achieve, Inc.
- Dan Wiener, Massachusetts Department of Elementary and Secondary Education
- Leila Williams, Arizona Department of Education

National Center and State Collaborative

- Rachel Quenemoen, National Center on Educational Outcomes

Dynamic Learning Maps

- Alan Sheinker, Center for Educational Testing and Evaluation, University of Kansas

U.S. DEPARTMENT OF EDUCATION

- Alexa Posny, Assistant Secretary, Office of Special Education and Rehabilitative Services
- Ann Whalen, Director of Policy and Program Implementation, Implementation and Support Unit
- Melody Musgrove, Director, Office of Special Education Programs
- Susan Weigert, Office of Special Education Programs
- Patrick Rooney, Race to the Top Assessment Team Lead, Implementation and Support Unit

BIOGRAPHIES FOR INVITED EXPERTS

Louis Danielson, a national leader in the field of special education, has been involved in programs that improve results for students with disabilities for over three decades. Since joining AIR in 2008, Dr. Danielson has been deeply involved in multiple projects to evaluate and improve participation of students with disabilities in large-scale assessments. He also served as an expert for the National Assessment Governing Board on a panel advising them on methods to appropriately enhance participation of students with disabilities in the NAEP. Until 2008, Dr. Danielson held leadership roles in ED and was Director of the Research to Practice Division in the U.S. Office of Special Education Programs. While at ED he provided leadership in the development of the knowledge base that has supported the participation students with disabilities in state assessment programs and in the NAEP. Dr. Danielson served as an expert within the U.S. Department of Education on issues related to the assessment of students with disabilities and was instrumental in the development of the assessment provisions of the 1997 reauthorization of IDEA.

Stephen Elliott is the founding Director of the Learning Sciences Institute (LSI), a trans-university research enterprise at Arizona State University, and is the Mickelson Foundation Professor of Education in the Mary Lou Fulton Teachers College. His research focuses on scale

development and educational assessment practices. He has published numerous articles and books on (a) the assessment of children's social and academic competence and (b) the design and evaluation of methods that increase students' access to learning and large-scale achievement test. He currently is a co-PI for the IES funded National Center on Assessment and Accountability for Special Education.

Steve Ferrara, Vice President of the *Center for Performance Assessment at Pearson Assessments* leads activities for large scale, formative, and instructionally embedded assessment contexts. Prior to joining Pearson, Steve was a Principal Research Scientist at CTB/McGraw-Hill, Managing Research Director in the assessment program at American Institutes for Research, and State Assessment Director in Maryland. Steve began his career in education as a high school special education teacher. He has worked on AA-AAS in several states. Steve conducts psychometric research and designs assessments for K-12 educational achievement, special education, and English language proficiency assessment programs, and specializes in design, accessibility, development, implementation, and validation of performance assessments.

Sheryl Lazarus is a Senior Research Associate at the National Center on Educational Outcomes, and is the co-principal investigator of the National Assessment Center. In this position she addresses issues involving the inclusion of students with disabilities in assessment systems. Current priorities include: accommodations, accessible technology and enhanced assessments, universal design, and the inclusion of special education teachers and students in teacher effectiveness measures.

Shelley Loving-Ryder, Assistant Superintendent for Student Assessment and School Improvement at the Virginia Department of Education (VDOE) has worked in various capacities within the assessment unit since 1981. During her tenure at VDOE, she has provided leadership in all areas of test development, test administration, performance scoring, and contract management as the state moved from administering a comprehensive exit exam to the implementation of end-of-course assessments tied to student graduation. Named assistant superintendent in 2001, Shelley led the assessment program throughout the implementation of online testing to where, in 2010, more than 75% of all SOL tests and 99% of the state's end-of-course SOL tests were administered online. In 2007, Shelley was given the additional responsibility of overseeing the state's office of school improvement. She currently oversees a staff of 30 and the various activities in the offices of test administration, scoring and reporting; test development; and school improvement at the VDOE.

MEETING INFORMATION

Information on Race to the Top Assessment program public meetings, including transcripts from previous meetings and announcements of future meetings, can be found at: www2.ed.gov/programs/racetothetop-assessment/index.html. Comments concerning the public meetings should be directed to: RaceToTheTop.Assessment@ed.gov.